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ABSTRACT

Women and minority group junior faculty are underrepresented in academia and in the field of educational research. They carry heavier teaching loads than their white male counterparts, suffer from social and cultural discrimination, and are excluded from mentor relationships and the "old boy network." In an attempt to rectify this situation, the Higher Education Resource Services (HERS) conducted a study, funded by the National Institute of Education, to assess the feasibility of operating a one year mid-career internship as a strategy to increase the number of minorities and women in educational research. The proposed internship would emphasize participation on research projects with outstanding senior researchers, collaboration on presentations and publications, on-site and external research training, and professional and peer networking. In order to meet these objectives, the HERS study will continue to survey junior faculty in the science and education departments of four year Mid-Atlantic colleges. The results of this survey, recommendations made by chairpersons and special interest caucus representatives, experiences of administrators working in internship programs, and data collected from a working conference on research will be used to design a model program. Preliminary results indicate that training should concentrate on grantspersonship, policy research, evaluation, statistics and computer usage. (Author/EB)

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FEASIBILITY OF AN INTERNSHIP PROGRAM FOR WOMEN AND MINORITIES IN EDUCATIONAL RESEARCH

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FEASIBILITY OF AN INTERNSHIP PROGRAM FOR WOMEN AND MINORITIES IN EDUCATIONAL RESEARCH

Educational researchers, administrators and policymakers in institutions of higher education, government, industry and private foundations have been sensitized the last six to seven years to the importance of providing programs that address the inequities in employment, hiring, promotion and compensation. In spite of this sensitization and the presence of antidiscriminatory legislation, women and minorities remain underrepresented in academe today. The National Institute of Education (NIE), one among many, has allocated resources to conduct a number of studies to lead to solutions for some of the inequities. The "Feasibility Study for an Internship Program in Educational Research Directed Toward Women and Minorities," about which I am reporting, is such a study.

What do we know about the status of women and minority faculty members in academe, and more especially, what are the characteristics and educational needs of junior faculty; that is, assistant professors, lecturers and instructors? Results from this study will begin to answer these questions and provide data to be used in designing an internship model program in educational research as one strategy for ameliorating some of the inequities that exist.

STATUS OF WOMEN

Forty years ago women constituted 27 percent of fulltime instructional faculty, and this percent has been continually declining. In 1950 this proportion dropped to 24.5 percent, in 1960 to 22.0 percent (Kilson 1976). Figures in 1976 indicated that 24.2 percent of faculty were women, most of whom were instructors and assistant professors (Vetter & Babco 1976). Moreover the proportion of tenured women faculty dropped from 17 percent in 1971-72 to 13 percent in 1974-75 (Taylor & Shavlik 1977). Among all women faculty, the proportion dropped from 44 percent in 1971-72 to 27 percent in 1974-75, while the proportion of tenured male faculty only decreased from 59 percent to 57 percent (Kilson 1976). Furthermore fewer than 10 percent of women faculty hold the rank of full professor, while 24.5 percent of male faculty are full professors (Bayer 1970).

A similar inequity and decline in salary differential between men and women has been documented. In four year institutions in 1959-60 the median salary for women was 84.9 percent of the median salary for men, five years later the differential was 83.4, in 1971-72, 82.5 percent, and three years ago 77.8 percent (Kilson 1976).

Typically women faculty have carried heavier teaching loads and published less than men. Tidball (1976) indicated that the male-research-prestige triumvirate dominates and sets the tone in the academic world. It is interesting to note the American Council on Education Survey showed that male faculty associated with research-oriented institutions ranked their success higher than men associated with teaching-oriented institutions. This same survey indicated that both women and men are more supportive of students of their own sex; and since 98 percent of women are enrolled in research-oriented institutions, only about 2 percent of women students receive similar benefits from mentors that are available to male students.

Juanita Kreps (1976) suggested a number of changes that will be necessary to improve women's status. Women will have to invest more time in research; move to institutions where salaries are higher and move more frequently; and request administrative posts, providing research and writing can be maintained to ensure full professorships. Even with these suggested changes, the probability of improving the status of women becomes lower, she points out, as colleges retrench. In 1969 there were 23,800 junior faculty openings, and in 1973 openings had decreased to 10,900 (Bayer & Astin 1975) and continue to decrease rapidly today.

In 1975 a study of the female membership in American Educational Research Association was conducted to discover whether or not women's participation differed from men's (Lipman-Blumen et al. 1975). It was found that 36.3 percent of the women listed teaching as their primary responsibility and 11.9 percent listed research, with about 5.1 percent indicating management of research and development. About the same percent of the male members were involved in research, but men were more likely to be involved in R&D management and administration. Bayer & Astin (1975) reported a similar pattern,

with 33 percent of a male's time per week spent on research compared with 14 percent of a female's time. The AERA study showed only slight differences in productivity between men and women, but even when men and women hold the same degree their salary differential tends to persist.

STATUS OF MINORITIES

While knowledge, production and utilization (KPU) in education have grown tremendously in the past two decades, the underrepresentation of women and ethnic/racial minorities is obvious. Less than 1 percent of the research is generated by minorities, and less than 1 percent of NIE's funds were distributed to women and minorities during its first two years, 1971-73 (Blake 1977). However the number of minority women earning doctorates is increasing. In 1975, 31 percent of all doctorates awarded to minorities were awarded to minority women (McCarthy and Wolfe 1975).

A strong relationship has been found between holding a research assistantship and accepting a research position. Fewer minorities with doctoral degrees in education accept postdoctoral positions in research. Minority women were less likely than men to accept postdoctoral research positions, yet more Asians than whites accept post-doctoral research employment with or without prior research assistantship experience (Blake 1977). Minorities represent about 7 percent of the total AERA membership (Lipman-Blumen et al. 1975).

What are some of the reasons for lower participation of women and minorities? Blake indicated that a multiplicity of social forces contribute:

> socialization practices; admissions practices in graduate education; economic constraints; lack of incentives to pursue careers in research; exclusion from the KPU network; inequities in proposal reviewing process; funding patterns and fiscal policies; employment patterns; and domination of the industry by conventional researchers (p 50).

In May 1977 NIE sponsored a planning conference to increase the participation of women and minorities in educational research and development. Each of the groups, Asian, Black, Hispanic, Native American and women in general, identified specific problems, most commonly encountered concerns and suggested solutions. Regardless of background, common barriers directing women away from research exist that impede their progress; namely,

inappropriate recruitment and counseling, family and cultural pressures undermining motivation, predominance of male faculty that excludes women from the mentor relationship an the "old boy" network, and less training in research skills (Stivers & Lechie 1977).

Barriers persist during the professional years as women face male dominated institution policies, absence of support services, inflexible schedules, resistance to recognizing relevant nonacademic experience and institutional failure to encourage faculty involvement with women students. In addition, culture and family tradition, poor quality secondary education and language barriers were concerns identified by minorities.

Asians

The 1970 census indicated that twice as many Chinese women as Caucasian women completed college, but few in the field of education. Most Asians seemed to prefer the sciences and engineering. Those in educational research, according to Chiang (1977), tended to be nonassertive and isolated. She suggested they need wider visibility, participation and identification with other Asian educational researchers and support for their special research concerns.

Blacks

Pollard (1977) decided to interview black women in educational research after a review of literature determined that a paucity of published work on black female professionals existed. Epstein (1972) and Pollard reported it is a myth that black women are in favored conditions when it comes to hiring. In fact Galloway (1975) indicated that black women are lowest on the totem pole with respect to utilization, power, tenure and promotion. Other problems Pollard discussed concerning black women: they were not taken seriously as professionals, they were labeled as aggressive if they pursued their goals, and they lacked financial support and a peer network. Her suggestions for action were: 1) conduct more research about black women, 2) identify black women in educational research and development to facilitate communication and build a network, 3) survey the actual status of black women and 4) launch a meaningful affirmative action program.

Hispanics

Burciaga (1977) reported that the exact number of Hispanic faculty members is unknown. In the case of Chicanos, approximately 50 may have their Ph.D.'s. The few Hispanic faculty members are under great pressure to respond to Hispanic students requiring academic and personal counseling and to the institution's need to recruit Hispanic students. Female Hispanics have been labeled as nonaggressive and have little opportunity to receive sponsorship or become part of a network. Burciaga made the following suggestions for ameliorating these problems: 1) identify Hispanic educational researchers to build a network for disseminating knowledge and training opportunities, 2) fund research about Hispanas and their special concerns, 3) fund principal investigators as an incentive for mentoring and conducting research, 4) develop acceptable alternative methodologies and 5)involve Hispanas on committees and boards of professional organizations.

Native Americans

Beatrice Medicine (1977) portrayed the counterproductiveness of dwelling on the number of female researchers and their lack of published works, when all Native Americans comprise less than one percent of the total population of the United States. However she went on to assure the reader that a beginning effort must be made.

Professional organizations have identified isolated Ph.D.'s in anthropology, psychology, another in social work, in Indian Studies, in folklore, and one in library science. Great pressure is exerted upon these few to serve "their people," yet they are criticized when they are absent from the campus doing "social work" instead of scholarly work in the typical tradition. The AAAS study (Malcolm et al. 1976) reported that aggressiveness necessary in research is a burden to the American Indian women, since behavior has been defined more sharply by gender and age.

Native American females need role models, more research skills training, career path counseling and a network system. Medicine identified the most immediate need to be formation of a roster of American Indian women with Ph.D. or Ed.D. degrees in all types of institutions.

Women in General

Ekstrom (1977), in a paper for the NIE Planning Conference, described thoroughly the issues of concern to women in general, as well as women in educational research. She felt women in research must seek to develop professional relationships with older researchers who can provide a mentorship, as well as develop their own peer networks. In order to overcome the shortage of women, both professional organizations and funding agencies need to be actively involved in fostering programs to encourage women to gain research experience and to conduct research with outstanding mentors in areas related to their special concerns. Attention must be given to professional socialization, while professional visibility can be enhanced as women gain access to the research network.

Review of the literature presented herewith has shown that inequities do exist between men and women faculty regarding rank, salary and type of position, with fewer women conducting and publishing research and working in R&D managerial positions. One strategy for improving the numbers of well trained researchers is a funded career internship program. Blake (1977) in his review indicated the mid-career internship has proven to be an excellent investment because of attention to: 1) careful selection of candidates and matching of them with mentors in sponsoring organizations, 2) ongoing communication between sponsor and agency, 3) regular meetings with interns, 4) required reporting and 5) incentives for both intern and mentor.

No internship program, no matter how well established, can insure job placement; but access to a new network of colleagues and senior persons, directories and follow-up meetings have aided job placement and advancement. As many have recognized, the major problem is locating women and minority researchers, and selecting mentors willing to cooperate in the program. Higher Education Resource Services (HERS Mid-Atlantic) recognized inequities in higher education and has responded.

FEASIBILITY STUDY AND INTERNSHIP PROGRAM

Feasibility Study

NIE funded HERS Mid-Atlantic to conduct a feasibility study regarding the development of a one year internship program in educational research and related disciplines (anthropology, economics, political science, psychology and sociology). The program is directed toward women and minority junior faculty in four year colleges and universities in the Mid-Atlantic Region (New York, New Jersey, Pennsylvania, Delaware, Maryland, District of Columbia).

The purpose of the study is to assess the feasibility of operating an internship program designed to increase the number of talented women and minority educational researchers and to encourage the pursuit of fresh educational research related to their special concerns. Objectives of this study are to: 1) locate women and minority junior faculty in the appropriate fields, 2) identify their training needs and interests, 3) contact senior researchers interested in working with the program, 4) identify and evaluate existing internship programs and 5) gather data, results from which would lead to the development of an internship training model for women and minority junior faculty.

Internship Program

Three primary goals of the internship program as presently conceived are to: 1) bring new research talent into the mainstream of educational research, 2) establish ties for the intern with the existing network of educational research staff, funding agencies and institutes and 3) establish ties among the women and minority interns for a new network of educational researchers interested in research on women and minority issues.

Under the proposed internship plan, the junior faculty chosen as interns would be placed with outstanding senior researchers on a continuing research project within established research-oriented institutes, agencies or college departments with strong research components. In addition to placement and its attendant financial compensation, the one year program would offer an intern funds to travel to a professional meeting and invitational seminars led by outstanding researchers in particular specialties, opportunity to

collaborate on presentations and a publication, advanced training in research skills, experience in writing proposals, and assistance in crying to obtain funded research work at the conclusion of the internship.

This paper will review the research design and methodology of the feasibility study, present the results to date, and discuss the significance of the research.

RESEARCH DESIGN AND SAMPLE

A variety of survey research design techniques have been employed in the feasibility study, and the following separate but related steps are under way:

1) Survey of junior faculty in four year colleges in the Mid-Atlantic Region

2) Survey of chairpersons in appropriate disciplines

3) Survey of women's and minority caucuses in appropriate professional organizations

4) Evaluation of existing internships

5) Working conference of senior educational researchers in May 1978.

An attempt has been made to locate and survey by questionnaire all women and minority junior faculty in education and related disciplines who are in four year colleges and universities in the Mid-Atlantic Region. The following approaches have been used:

1) Mailing labels that included all faculty in the appropriate disciplines were purchased from an educational list company. Faculty received a questionnaire and a letter explaining the feasibility study and proposed internship. If tenured, they were asked to pass the questionnaire to a female or minority junior member in their department or related discipline.

2) All appropriate departmental chairpersons received a memo seeking their assistance in locating female and minority junior faculty and asking them to pass the questionnaire to such persons. Chairpersons were also asked to identify senior researchers and existing internship programs.

3) More accurate lists of women and minorities in one state system were obtained from cooperating officials.

4) A complete list of women was provided by one state.

5) Other sources have included affirmative action, economic opportunity, and women's studies officers and the women's membership list of the American Educational Research Association.

Women and minority caucuses in professional societies and other special interest caucuses are being surveyed and asked to cooperate in locating junior faculty. They have responded to a short questionnaire designed to obtain their ideas regarding the research training needs of members of their group and female and minority colleagues, as well as the names of senior researchers and existing internship programs.

A number of objectives of the feasibility study remain to be fulfilled. One objective under way for the study is to locate more minority junior faculty and senior researchers. A recent review has identified new caucuses and minority internship programs. Principals in charge of these programs will be contacted and surveyed. Another is a telephone and mail follow-up of selected women and minority senior researchers, and male researchers interested in the program and willing to work with an intern. A working conference of senior researchers and the project planning team is planned for May. The agenda is to review survey results and add individual experiences in planning an internship model. A post project planning evaluation session will review results of the feasibility study, make recommendations, approve contents for the final report and prepare a demonstration internship program.

Instrumentation

A Junior Faculty Questionnaire was designed to obtain demographic and personal information to build a data base on women and minority junior faculty. The questionnaire described the internship and asked respondents to indicate their interest, reservations in participating, and to identify other significant components to be included. They were also asked to indicate desired training, research interests and publications, and data that related to the respondent's institution, position and education.

The questionnaire was designed to investigate the following research questions: 1) what is the status of women and minority junior faculty in education and related disciplines?, 2) what are their main responsibilities?, 3) what are their research training experiences and desired training needs?, 4) what are the desirable characteristics of an internship program?, and 5) have women and minorities been conducting educational research related to their special concerns?

The process of identifying and evaluating existing internship programs is ongoing. Principals in charge are being interviewed by telephone and in person. They are asked to describe the characteristics of the program and to identify the processes used in publicity, selection, evaluation and follow-up. They indicated the key ingredients for a successful internship program, problems, incentives for the mentor and intern, and the attendant relationships and functions of the supporting and sponsoring agencies. Lastly they are asked to name other resource persons and programs. The data will be synthesized and categorized to aid in planning the HERS internship program in educational research.

PRELIMINARY RESULTS

Over 250 Junior Faculty Questionnaires have been received, and they continue to arrive daily. At this time only preliminary results can be reported, which are based upon a sample of N=114. The status of women will be described from data indicating respondents' primary identity, age, sex, education, position and institution.

Seventy-nine (79) percent of the respondents reported they were Caucasian, 16 percent were Black, 2 percent each were Native American and Asian, 1 percent Hispanic and 1 percent Other. Fifty-seven (57) percent of the total sample had doctorate degrees, while 39 percent indicated they had Master's. Almost 3 percent possessed Bachelor's degrees, and 1 percent listed Other. Over 85 percent of the highest degrees were conferred during this decade. Age was represented in a fairly normal distribution. Forty-five (45) percent were between 31-40 years of age, 32 percent were 20-30, 18.6 percent were 41-50, and 4.4 percent were in their fifties and sixties. Only 2 percent of the respondents were male.

Respondents were asked to describe their present position and institution. Sixty-one (61) percent were assistant professors, 37 percent had titles of lecturer and/or instructor, and 2 percent were research assistants. Approximately half have spent four or more years at their present institution. Over 50 percent held positions at universities, 32 percent at four year colleges, and 16 percent at colleges with graduate programs. Seventy-one (71) percent of the institutions represented were in the public sector, while 21 percent were private, non-church affiliated. Over 45 percent of the institutions had an enrollment of 10,000 or more, while 43 percent had fewer than 5,000 students.

Respondents were asked to check their main responsibilities. Over 93 percent indicated that teaching was their main responsibility. Research was checked as either a main or secondary responsibility by 40 percent of the sample, and 20 percent listed counseling. A little over 3 percent reported administration, 2 percent extension, and 13 percent listed "Other" as their responsibilities.

What has been the research training and experience of women and minority junior faculty, and what training areas do they identify as desirable in a future internship program? Grantspersonship is overwhelmingly the area in which respondents have had neither training nor experience. Between 82-90 percent indicated no training, and between 57-72 percent reported no experience. Formulating policy-relevant research is the next significant area, with 79 percent indicating no training and 75 percent, no experience. Statistical training and experience, programming and computer applications, certain areas of research design (experimental, laboratory, field) and evaluation are the next areas in which respondents reported lack of training and experience. However, slightly over 50 percent of the respondents indicated they have had experience in the following:

Formulating theoretically-relevant research	59%
Sampling and design	52
Evaluation design	52
Hypothesis testing	51
Data organization and preparation	50

Grantspersonship was the area in which the highest number of respondents desired training and experience. However, while up to 90 percent lacked training, only about 60 percent desired that experience in the internship program. About one-half desired evaluation, theoretical and policy relevant research training. A little more than two-fifths desired statistical and computer experience, and about one-third wished research design and instrumentation to be included in the internship program.

In addition to the outlined components of the internship program as presently conceived, respondents suggested other important experiences to include: contact with government, and private funding agencies and foundations, interdisciplinary workshops, communicating and working with persons interested in research replication and dissemination, opportunities for public speaking, and access to excellent library facilities. Others mentioned the importance of a system for sharing research and employment information among individuals and institutions.

Of this sample, 38 percent have conducted research about women or feminist issues and 20 percent, about minorities or minority issues.

Sixty-six (66) percent reported they were interested in the internship, 21 percent were undecided, and 7 percent indicated no interest.

DISCUSSION

While these results are preliminary and represent only a small group from the total sample, they serve a purpose in the total research design and anticipated outcomes. A data base including 20 percent minorities is being built. The representation of institutions and minorities to date suggests that additional efforts can be made in follow-up and identification of junior faculty. Additional research questions will be raised. For example, do relationships exist between responsibilities of the position and: training and experience, desired training, institutional type, size and sector?

Women and minorities recognize their lack of training and experience in the statistical and computer areas, but why do they seem reluctant to indicate an equal desire for training?

Membership in AERA assumes some research interest and orientation. Lipman-Blumen et al. (1975) AERA Survey reported a higher percentage of women than men engaged in teaching as their main responsibility; likewise with this study. When all the data are compiled, however, the 93 percent that indicated teaching may be deflated. But 40 percent have included research as a responsibility, which is not incongruent with AERA findings, nor insignificant.

SIGNIFICANCE AND RECOMMENDATIONS

A number of useful outcomes of the feasibility study will be realized in addition to the internship model design. One will be descriptive data about women and minority junior faculty in the Mid-Atlantic Region. These data will include the names and addresses of junior faculty from which interns may be recruited and selected. Data from the feasibility study can serve as a base for other research on women and minorities and be the nucleus for a new network of junior faculty and senior researchers interested in studies on women and minorities.

Other outcomes will be: 1) desired characteristics of internship programs as identified by women and minority junior faculty, 2) a list and evaluation of existing internship programs, and 3) itemization of specific research interests of junior faculty and senior researchers that will aid in careful matching of the future intern and mentor.

Using the results from this study, HERS Mid-Atlantic will be in a position to design an internship program as a strategy for attracting, retaining and placing increased numbers of trained women and minority researchers in leadership positions in educational research. The internship model could be piloted and evaluated, and adapted and used in other sections of the country. Partnerships and networks among interns, senior researchers and practitioners could increase the utility of research produced by women and minorities by putting research results into practice. These trained interns would produce a new research workforce that, when placed in leadership positions, could serve as role models and mentors for present and future women and minority students.

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